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To emphasize the importance of the recognition of linguistics study as an important element in the college English liberal arts curriculum within the relatively short span of ten years, this article begins with a discussion of the factors influencing this recent curricular development and the subsequent growing need for English teachers to have adequate training in linguistics. The results of a survey questionnaire indicate the increasing importance of linguistics in Iowa colleges and universities and identify general or introductory linguistics, modern grammar, and history of the language courses as those most frequently offered in this subject field. A description of the linguistic program at Clarke College is offered as a model of how linguistic course offerings can be expanded effectively. Also included are a brief bibliography and a sample questionnaire. (AF)

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A LANGUAGE PROGRAM FOR ENGLISH MAJORS IN A SMALL COLLEGE[1]

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Within a relatively short span of ten years the discipline of linguistics has been recognized as having its own place in the college curriculum, if 1959, when the Basic Issues Conference was held, be accepted as a significant date (Allen, 1966). The concept of "English," defined there as consisting of language, literature, and composition, refers to English as taught in the elementary and secondary schools and in the colleges and universities. This is not to say, of course, that the discipline is only some ten years old or that the findings of linguists were not available until recently. The concern here is rather with the relative recency of the position of linguistics in the liberal arts curriculum.

Of the many factors influencing the establishment of linguistics in college English programs, certainly one is the recognition of the humanistic value of such courses. Whether or not one agrees with Harold Allen

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that "the English language is a focal area in the entire scope and sequence of the English curriculum. . ." (Barry, 1967), he would agree that the study of the distinctively human feature of speech is appropriate to liberal arts studies (Gleason, 1967).

A more powerful influence in establishing linguistics in the college curriculum is, perhaps, the sheer necessity of preparing the many elementary and secondary school teachers to present the "new English." For several years professional English associations have been stressing adequate preparation of teachers in language--teachers who would utilize the findings of linguistics to teach reading, spelling, composition, and grammar more accurately and, it is hoped, more effectively. In 1962, W. Nelson Francis lamented that "the teaching about language to which our students are submitted is minimal, second or third hand, perfunctory, and subordinated to various other aims and aspects of English teaching," even as he admitted that neither the average high school English teacher nor the college professor was prepared to teach language well (Steinberg, 1963). Special problems of language instruction, such as teaching English as a second language or teaching English to speakers of a socially sub-standard dialect, require further training in linguistics, as indicated in the Report of the NCTE Task Force on Teaching English to the Disadvantaged (Task Force, 1965). The recent report of the 1966 Anglo-American Conference at Dartmouth College further underscores the need for adequate linguistic prepara-

tion of English teachers. John Dixon, representing the British view to the academic community, writes: "We do foresee a much more intellectually demanding study of language among all teachers" (Dixon, 1967). Herbert J. Muller, representing the American view to the general public, states that the conference reached conclusions on "just when, what, and how much to teach about language, but the agreement of the seminar that English teachers need to have a sound, conscious knowledge of the language means that most teachers need to be retrained and the English curriculum drastically revised" (Muller, 1967).

That the need for adequate teacher preparation has not yet been satisfied is evident in such reports as the 1964 NCTE publication, The National Interest and the Continuing Education of Teachers of English. The report indicates that almost 50% of the secondary school teachers of English do not consider themselves well prepared to teach literature and language, while the picture is even worse for the elementary teachers of English. Hogan states: "Although instruction in English and language arts comprises 40 to 50 per cent of the total educational program in the elementary school, courses in English and in the teaching of English and in the teaching of English both before beginning teaching and since comprise slightly less than 8 per cent of teachers' total college work" (Hogan,1964). He also points out that of the semester hours earned since certification, the average semester hours completed by elementary teachers in English language courses is 0.4 (Hogan, 1964). The average for the

secondary school teacher is not much higher--0.7 hours in language since beginning teaching.[2]

How does Iowa stand with regard to linguistics and the prospective teacher of English? The "Guidelines for English in the Preparation Program of Elementary School Teachers and Secondary School Teachers of English," published by the ICTE Professional Standards Committee in 1966, include three statements on language. The basic language program, according to the committee,

> should require that secondary school teachers of English and all elementary school teachers have an introduction to the nature of language and to present-day descriptions of English. This introductory work should include phonology and morphology, syntax, semantics, regional and social dialects, and other variations in usage, all viewed historically and descriptively.

The Guidelines also state that the elementary school teacher should study the development of linguistic skills in the child, while the secondary school teacher of English should also study the history of the language (Guidelines, 1966).

Yet the 1967 State Department of Public Instruction report entitled A Survey of Training, Assignments, and Attitudes of English Teachers in Iowa Public Schools--Grades 9-12, reveals that more than 2,000 teachers of English in Iowa high schools do not consider themselves well prepared to teach the language portion of the curriculum. The areas singled out as weakest are Dialectology, Lexicography, and Transformational-Generative Grammar. The same study, however, indicates that these teachers are interested in devel-

oping their general language background and particularly in studying the "new" grammars (Burge, 1967).

Given the national and state demands for adequate preparation of teachers of English, let us examine briefly the programs in linguistics currently offered in Iowa public and private colleges and universities.

Late this summer a questionnaire was sent (see appendix) to the chairmen of English departments in all Iowa public and private colleges, junior and four-year institutions, with a letter asking them to describe their programs so that an accurate survey could be made. Of the 18 junior colleges contacted, 6 responded. Since none of those responding offers a linguistics course (a pattern that is probably responsible for the low returns from the two-year institutions), the junior colleges will not be represented in the following discussion. Twenty-four of the 30 four-year colleges and universities responded to the questionnaire, several with considerable detail about their course offerings.

Only two institutions offer an under-graduate major in linguistics--Cornell (where the major is offered by the college, not by the Department of English) and the University of Northern Iowa, where a student follows a course of studies that will prepare him to be a teacher of English as a foreign language. The number of hours in linguistics required for English majors ranges from 0 (at 12 schools or 40% of the institutions) to 8 (at Wartburg). The usual number of hours required is 3 (at 7 or 23% of the schools). In all but two cases (St. Ambrose and Vennard Colleges) the linguistic

course(s) is offered in the English Department rather than the Education Department. Seventeen institutions (57%) require 3-4 semester hours of linguistics for education minors. The highest number required is 6 hours for secondary school teachers.

The type of course most frequently taught is one that might be labeled "General Linguistics" or "Introduction to Linguistics," a course covering the fundamentals of linguistics--phonology, morphology, and syntax with specific application chiefly to Modern American English, but in some courses the history of English is also considered. Another type of course is "Modern Grammars." Such a course concentrates on traditional, structural, and transformational-generative approaches to syntax, but frequently includes basic work in English phonology and morphology as well. The third type described in the reports seems to be a more traditional course in the history of the language. Since titles of textbooks were not asked for, it is not clear whether these courses are oriented to external history and the lexicon (as one would expect if Baugh's History were used) or a more technical approach.

It is clear from their responses to the survey that Iowa colleges and universities recognize the importance of linguistics in the English curriculum. It should be emphasized, however, that our linguistic course offerings can and should be expanded. To this end, then, the linguistic program at Clarke College, a four-year liberal arts college for women, located in Dubuque, Iowa, is offered as a model. The offer is

not entirely a prideful one, since the college cannot lay claim to the original conception of the program. Primary indebtedness is offered to Dr. John McGalliard of the Department of English at the University of Iowa, with whom the college had frequent discussions concerning the problems of including a sound linguistics program in the curriculum while not unrealistically increasing the requirements for English majors. Other members of the Iowa faculty who discussed the curricular problem are Dr. Robert Howren, Director of Linguistics, Dr. John McLaughlin, and Mr. Larry Martin. For the implementation of the suggested curriculum and the teaching of the courses, however, the author is responsible.

Of what does the program at Clarke consist? All majors and minors, whether planning to teach or not, must take six hours in language, since we believe that the well-educated English major should know the nature of her language as well as the literature written in English. The first course, a prerequisite for the other two courses offered, is called General Linguistics. This one-semester, three-hour course introduces students to the discipline of linguistics and to the nature of language. Subsequently, the course focuses on the phonology and the morphology of contemporary American English, and introduces the structural and the transformational-generative approaches to syntax. Some attention is given to semantics as well. The student may follow the General Linguistics course with either a Modern English Grammars course or one in the History of the English Language. My advice to majors is to take

the Modern Grammars course if they are going directly into teaching, and to elect the History course if they are planning on graduate work in English, since many graduate departments require it.

The Modern English Grammars course first surveys the history of grammatical studies with special emphasis on the traditional (Latinate) grammars that persist even in our day. Structural approaches to syntax and the transformational-generative grammarians receive the most attention. The course also includes practical work in grammar--constructing portions of an English grammar as well as studying textbooks exemplifying the traditional, structural, and transformational-generative approaches to syntax.

The History of the English Language course covers both the external and the internal history of the language. The external history is related to the students' knowledge of British history and literature, gained in previous Survey of British Literature course. The internal history includes the phonological, morphological, and syntactic developments in English, and studies these developments in illustrative literary texts. In this course attention is also paid to American regional and social dialects, for both the humanistic value of understanding the varieties of American English and the practical value of preparation for teaching in situations where "standard English" is not the predominant dialect.3

What are the chief obstacles to the implementation of such a proposed model? One is external to the college or university: The fact that few college teachers

of English are prepared themselves to teach linguistics to undergraduates. A possible solution to the problem is an increase in the number of "joint programs," like those presently in effect at the University of Northern Iowa and the University of Iowa, which provide graduate work in both language and literature. College instructors graduating from such schools are not specialists in linguistics but they are well prepared to teach such basic courses as described. Their graduate work in literature enables them to teach other courses in a small college English department, which would possibly require the instructor to teach linguistics only half time.

Certainly a major internal obstacle to the implementation of the model program described is that it puts nine more semester hours into an already demanding English curriculum. With the number of courses specified by the Department from the 30-40 hours in the major plus the requirements for a minor and particularly the education minor, faculty and students alike may well groan over yet another required course or courses. The nine-hour sequence of courses outlined above is not necessarily the only or the best model. The English Department at each institution must decide what course content, sequence, and credit are best suited to its goals for students, whether prospective teachers or not. As in so many areas, the solution to the difficulty lies in the priority of values. If the Department regards the study of language as a valid and, even more, an indispensable part of the English major's program, it will make the curricular and personnel adjustments

in order to include such courses.

Linguistics should play such a role in the English curriculum; further, if college and university English Departments do not assume leadership in preparing their majors, we can expect neither linguistic sophistication on the part of our students nor meaningful change in the teaching of grammar, composition, and reading in the elementary and secondary schools. The problem is squarely ours--we cannot pass this one down to the high schools and ask them to solve it for us. This brief survey indicates that Iowa colleges and universities are making an attempt to give language its proper place in their curricula, but since, like Avis, we are still only "number 2" as far as linguistics is concerned, we must try harder.

Footnotes

[1]A preliminary explanation may be in order before a basic language program for English majors in the small liberal arts college is outlined. By "language program" is meant courses in linguistics, here broadly defined as the systematic study of language (its history, structure, and function: that is, its synchronic and diachronic aspects). (Shane, 1967).

[2]The number of articles on the need for adequate teacher preparation in linguistics is legion. To cite only two collections of articles published by NCTE: Educating the Teacher of English: Selected Addresses Delivered at the Third Conference on English Education, NCTE, 1965, and David Stryker, (ed.) New Trends in English Education: Selected Addresses Delivered at the Fourth Conference on English Education, NCTE, 1966.

[3]It may be of interest to readers to compare the course descriptions outlined above with the suggestions for

course content of language arts institutes. See Paul A Olson, (ed.) The Arts of Language: Needed Curricula and Curriculum Development for Institutes in the English Language Arts: Language, Literature, Composition, Speech and Reading. Curriculum Development, (n.d.)

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Appendix

Sample Questionnaire

Name of Respondent_____ Institution_____
Address_____ Date_____

1. Do you offer a major in linguistics?
2. How many hours of linguistics are required of all English majors?
3. How many hours of linguistics are required of prospective teachers of English--elementary and secondary?
4. What specific courses in linguistics are required of English majors? (Please list them by name and number of credit hours and append copy of catalogue description of course.)
5. What specific courses in linguistics are required of prospective teachers of English--elementary and secondary? (Please list them by name and number of credit hours and append copy of catalogue description of course.)
6. Are the courses in linguistics for prospective teachers of English taught in the English department or in the Department of Education?
7. Please append any descriptive materials--Department brochures, catalogue copy, etc. that will assist me in determining the Department requirements and the nature of course offerings in linguistics.

My sincere thanks for your assistance in this project. Please return form to:

Sister Sheila Houle, BVM